

The purpose of this data collection for SY 2006-2007 is to gather student information on **language minority and immigrant students**. This report consolidates all data needs of the Division of Language Minority and Migrant Programs including previous DOE-LM, DOE-EP, and Immigrant collections.

A language minority student is a student for whom at least one of the following is true:

1. The student's first acquired (learned) language is other than English; regardless of which language is dominant; or
2. The language most often spoken by the student is other than English; or
3. The language spoken by the student in the student's home is other than English.

Data for language minority students will continue to be submitted in this data collection until a student either leaves the school corporation or graduates high school. Data must be collected for all language minority students in the school corporation, independent of a student's participation in a language development program.

Immigrant students are individuals aged 3-21 (as of this collection period), who were not born in any U.S. State (or Puerto Rico or other U.S. territory) and have **not** been attending one or more schools in any one or more states for more than three full academic years (three years includes kindergarten and home schooling, not preschool). An immigrant student need not be a language minority student to be included in this collection. This student should be reported using the code 1 – Fluent English Proficient under field 4, Language Minority Status. Use the Language Codes and the Change History for Language Codes in this document for reference.

## Audience

Public schools, accredited nonpublic schools, charter schools and freeway schools should report data on students enrolled at the time of this collection. Available in the Application Center is a Language Minority Input screen, for users that have data transfer privileges. **Use this interactive input screen to report No Language Minority Students to Report** for each school in your corporation that does not have language minority or immigrant students by checking the box and then pressing the save button.

## Instructions

Submit the data on all language minority and immigrant students that are enrolled during this collection period. The required language minority data should be collected, combined into a file, and submitted to the Department of Education through the Application Center. The file may be any of the formats contained in this document. This file must contain all the fields in the order described in the data layout below. A Language Minority Input screen is also available for interactive input and will allow submitted student data to be edited and deleted.

The required collection period will begin on **February 1, 2007** and last until **March 16, 2007**, which is the final date for submission. During this time you are required to transfer the file to the Department of Education using the secured Application Center, check the processing results for errors, and check the reports in the message center for accuracy. If there are any errors or inaccuracies you may correct your data file and transmit the file again until the end of the day on March 16, 2007.

## Language Minority Data Layout

| Field Order | Fieldname Description     | Length | Data Field Specification and Requirements   | Notes  |
|-------------|---------------------------|--------|---|--|
| 1           | School Number             | 4      | State Assigned School ID<br><br><b>Required Field:</b> YES  | School building where the student is located.  |
| 2           | Student Test Number (STN) | 9      | Official Student Test Number (STN) assigned to student<br><br><b>Required Field:</b> YES  | Warning messages will be generated if an STN appears in the same file more than once.  |
| 3           | Grade Level               | 2      | <b>Allowable Codes Are:</b><br><br>PK = Pre-Kindergarten<br>KG = Kindergarten<br>01 = Grade 1<br>02 = Grade 2<br>03 = Grade 3<br>04 = Grade 4<br>05 = Grade 5<br>06 = Grade 6<br>07 = Grade 7<br>08 = Grade 8<br>09 = Grade 9<br>10 = Grade 10<br>11 = Grade 11 | 13 = Post High School. E.g., These may be students who received <i>Certificates of Achievement or Course Completion</i> and who have returned for further education and to possibly earn a regular or other diploma. |

| Field Order | Fieldname Description              | Length | Data Field Specification and Requirements   | Notes   |
|-------------|------------------------------------|--------|---|---|
|             |                                    |        | 12 = Grade 12<br>13 = Post High School<br><br><b>Required Field:</b> YES  |   |
| 4           | Language Minority Status           | 1      | <p>Which proficiency code best describes the student (English-proficiency-level data are to be from the most current testing available)?</p> <p><b>Allowable Codes Are:</b></p> <p>1 = Fluent English Proficient (FEP)<br/>2 = Limited English Proficient (LEP)<br/>3 = Native English Speaker (Immigrant only)</p> <p><b>Required Field:</b> YES</p> | <p><b>FEP:</b> A language minority student is considered to be FEP if the student's English language abilities are "near native" or "native-like", as determined by English language proficiency instrument. <u><b>English Language Proficiency Level 5 only allowed for FEP students.</b></u> This code is also appropriate for reporting both bilingual and former LEP students, provided that the student was determined to be FEP utilizing an approved proficiency assessment. Data on FEP students must continue to be retained and reported on this collection.</p> <p><b>LEP:</b> A language minority student is considered to be LEP if the student's English abilities are limited (or non-existent), as determined by an English language proficiency instrument. <u><b>English Language Proficiency Levels 1 through 4 are allowed for LEP students.</b></u></p> <p><b>LEP student counts are utilized in determining federal and state funding allocations.</b></p> <p><b>Native English Speaker:</b> This code is used to only for immigrant students from English speaking countries (i.e., England, Australia). The definition of immigrant is included in Field 10.</p>  |
| 5           | English Language Proficiency Level | 1      | <p>What is the attained proficiency level in the English language?</p> <p><b>Allowable Codes Are:</b></p> <p>1 = Level 1 – Beginner<br/>2 = Level 2 – Early Intermediate<br/>3 = Level 3 – Intermediate<br/>4 = Level 4 – Advanced<br/>5 = Level 5 – Fluent<br/>6 = Native English Speaker (Immigrant only)</p> <p><b>Required Field:</b> YES</p>     | <p><b>Level 1 (Beginner):</b> Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.</p> <p><b>Level 2 (Early Intermediate):</b> Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.</p> <p><b>Level 3 (Intermediate):</b> Students performing at this level of English proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.</p> <p><b>Level 4 (Advanced):</b> Students performing at this level of English language proficiency combine elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.</p> <p><b>Level 5 (Fluent English Proficient):</b> Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement</p> |

| Field Order | Fieldname Description       | Length | Data Field Specification and Requirements   | Notes   |
|-------------|-----------------------------|--------|---|---|
|             |                             |        |   | comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. <b><u>Level 5 allowed for FEP students only.</u></b><br><br><b>6 = Native English Speaker:</b> This code is used only for immigrant students from English speaking countries (i.e., England, Australia). The definition of immigrant is included in Field 10.  |
| 6           | Instrument Used             | 1      | What is the instrument used to measure the English proficiency level?<br><br><b>Allowable Codes Are:</b><br><br>1 = Woodcock - Munoz<br>2 = Language Assessment Scales (LAS)<br>3 = Idea Proficiency Test (IPT)<br>4 = Other<br>5 = LAS Links (Spring 2006)<br>6 = LAS Links Placement Test (Fall 2006)<br>7 = N/A (Field 5, codes 5 or 6)<br><br><b>Required Field:</b> YES  | <b>Non-Public:</b><br>Code 1 – 7 is accepted for students in non-public schools.<br><br><b>Public and Charter Schools:</b><br>Code 4, 5, 6, or 7 is accepted on students to reflect testing conducted in Spring 2006 or Fall 2006. Code 1, 2, 3 are no longer accepted for public and charter schools.<br><br><b>Code 4. Other</b> is to be used when applying a score from an instrument used in another state for a recently transferred student.<br><br><b>7 = N/A Not Applicable</b> Code 7 is accepted for FEP students not included in proficiency testing (e.g. former LEP students, bilingual students, and fluent foreign exchange students) and native English speaker. |
| 7           | Non-U.S. Origin (Immigrant) | 1      | Was the student born outside of the U.S. or what is considered U.S. province such as Puerto Rico, US Virgin Islands, Marshall Islands or Guam?<br><br><b>Allowable Codes Are:</b><br><br>Y = Yes<br>N = No<br><br><b>Required Field:</b> YES  | For language minority students born within the U.S., select No.   |
| 8           | Country of Origin           | 3      | Code for the country from where the student originated.<br><b>Allowable Codes Are:</b><br>001 – 196<br><br><b>Required Field:</b> YES, if the student has a Non-U.S. Origin value of 'Y'.   | Please see the country codes table at the end of this document to find out the correct codes for each student.<br><br>Code 194 indicates a country not listed. Provide the name in the "Other Country" field.   |
| 9           | Other Country               | 20     | Name of the country of origin if country code is "194 - Other".<br><br><b>Required Field:</b> YES, if the country of origin was coded as 194 - Other.   | If the country from which the student originated cannot be found in the country codes table at the end of this document, then a country code of 194 is used to indicate "Other" country and the country name is given in this field.  |
| 10          | Length of US Enrollment     | 1      | How long has the student been enrolled in U.S. schools <u>excluding time in Pre-Kindergarten</u> ?<br><br><b>Allowable Codes Are:</b><br><b>0, 1, 2, 3, 4, 5, 6, 7 or blank</b><br><br>0 = First year – after Oct 1, 2005 or Pre-Kindergarten students<br>1 = One year (10/2/04 - 10/01/05)<br>2 = Two years (10/2/03 – 10/01/04)<br>3 = Three years (10/2/02 – 10/01/03)<br>4 = Four years (10/2/01 – 10/01/02)<br>5 = Five years (10/2/00 – 10/01/01) | Length of enrollment (less than three years in K-12) is used to determine qualification:<br>(1) as 'immigrant' if the student was also born outside of the U.S.<br>(2) first year of enrollment in U.S. schools for LEP students (ISTEP flexibility).<br><br>Length of enrollment is cumulative and does not start over for students with interrupted schooling in the US.  |

| Field Order | Fieldname Description | Length | Data Field Specification and Requirements  | Notes   |
|-------------|-----------------------|--------|--|---|
|             |                       |        | 6 = Six years or more - prior to 10/01/00<br>7 or Blank = Not applicable, has always attended U.S. schools<br><br><b>Required Field:</b> YES   |   |
| 11          | Foreign Exchange      | 1      | Is the student a foreign exchange student?<br><br><b>Allowable Codes Are:</b><br><br>Y = Yes<br>N = No<br><br><b>Required Field:</b> YES   |   |
| 12          | Native Language Code  | 3      | What is the language code for the student's native language?<br><br><b>Allowable Codes Are:</b><br><br>001 – 999<br><br><b>Required Field:</b> YES   | Please see the language codes table at the end of this document to find out the correct codes for each student.<br><br>Examples:<br>835 (Spanish)<br>250 (French)<br>760 (Russian)<br><br>211 English USA, see Common Scenarios (page 14)<br><br>999 Other – Language not on Code List – see below for Language Code List. Contact the Division of Language Minority for approval for languages without codes.  |
| 13          | Instructional Program | 1      | What English Language education instructional program is providing service?<br><br><b>Allowable Codes Are:</b><br><br>1 = Transitional Bilingual Education (TBE)<br>2 = ESL program<br>3 = Pull-out ESL<br>4 = Content-based ESL<br>5 = Regular education program<br>6 = ESOL<br>7 = Sheltered English<br>8 = Structured Immersion<br><br><b>Required Field:</b> YES | <b>1. Transitional Bilingual Education:</b> TBE is an instructional program in which subjects are taught through two languages--English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and <b>L1</b> is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be <b>early-exit</b> or <b>late-exit</b> , depending on the amount of time a child may spend in the program.<br><br><b>2. ESL:</b> English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).<br><br><b>3. Pull-out ESL:</b> A program in which <b>LEP</b> students are "pulled out" of the regular, |

| Field Order | Fieldname Description         | Length | Data Field Specification and Requirements  | Notes  |
|-------------|-------------------------------|--------|--|--|
|             |                               |        |  | <p>mainstream classrooms for special instruction in English as a second language (Baker, 2000).</p> <p><b>4. Content-based ESL:</b> This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992)</p> <p><b>5. Regular education program:</b> The student has attained the English proficiency level of <i>fluent</i> and performs well within the school district's regular education program. This code is appropriate for LEP students whose parents have declined English language development services, or native English speaking immigrants.</p> <p><b>6. ESOL:</b> English language development (<b>ELD</b>) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (<b>ESL</b>), "teaching English to speakers of other languages" (<b>TESOL</b>), or "English for speakers of other languages" (<b>ESOL</b>). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.</p> <p><b>7. Sheltered English:</b> An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from <b>ESL</b> in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).</p> <p><b>8. Structured Immersion:</b> In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.</p> |
| 14          | Special Education Participant | 1      | <p>Is this student officially considered to be participating in a Special Education Program?</p> <p><b>Allowable Codes Are:</b><br/>Y = Yes<br/>N = No</p> | <p>i.e., does this student have an individualized education plan (IEP)?</p>  |

| Field Order | Fieldname Description         | Length | Data Field Specification and Requirements  | Notes  |
|-------------|-------------------------------|--------|--|--|
| 15          | Gifted & Talented Participant | 1      | <p><b>Required Field:</b> YES</p> <p>Does the student participate in a Gifted and Talented program?</p> <p><b>Allowable Codes Are:</b><br/>Y = Yes<br/>N = No</p> <p><b>Required Field:</b> YES</p>  |  |
| 16          | ESEA Title I Program          | 1      | <p>What Title I program is providing service to the student?</p> <p><b>Allowable Codes Are:</b><br/>1 = Regular Title I, Part A program<br/>2 = Migrant Title I, Part C program<br/>3 = Both regular Title I, Part A program &amp; Migrant Title I, Part C program<br/>4= None</p> | <p>1. Regular Title I, Part A: a student receiving services through a regular Title I schoolwide or targeted assistance program (mostly at elementary)</p> <p>2. Migrant Title I, Part C: a student certified as migrant and receiving services through a Migrant Education project (only at about 30 districts statewide)</p> <p>3. Both Title I, Part A and Migrant Title I, Part C: a student receiving services through both 1 and 2.</p> <p>4. None: a student not participating in Title I and not certified as migrant.</p> |
| 17          | Time in Program for LEP       | 1      | <p>Length of time the LEP student has been enrolled in an English language development program for LEP students.</p> <p>0 = services refused<br/>1 = not an LEP student<br/>2 = less than three years<br/>3 = 3 years or more</p> <p><b>Required Field:</b> YES</p>                | <p>Time in English language development program should be calculated cumulatively to reflect the student's educational history. To the extent practicable, school corporations should attempt to calculate this data utilizing both local records and previous school records.</p> <p>1 = The default value for the field, LEP student must be 2 or 3.</p> <p>0 = This code is appropriate for LEP students whose parents have declined English language development services.</p>   |

### References:

Legal Guidelines for Serving Limited English Proficient Students <http://www.doe.state.in.us/lmmp/lepguidelines.html>

Frequently Asked Questions: <http://www.doe.state.in.us/stn/faq/welcome.html>

### Common Scenarios

**Scenario #1:** The students who grew up speaking English in the USA. (e.g., an immigrant child adopted as a pre-verbal infant from China and brought to the U.S. where she learns to speak English as her first language).

**Reporting Results:** These children should not be considered language minority since their only language is English. The child would only be considered immigrant if she is in her first three years of US schooling (K, 1, 2), the language code is 211.

**Scenario #2:** The student is born outside the U.S. on a military base.

**Reporting Results:** If the student is not language minority, do not report this student. If the student's home language survey indicates a language other than English, the English proficiency assessment would be administered to identify language minority status. These students are not considered immigrants.

**Scenario #3:** A child from another country is adopted at 3 month of age, grows up in Indiana and is now in Kindergarten.

**Reporting Results:** Usually students adopted in infancy would not be considered to have a native language other than English and would not be language minority. According to Title III, immigrant status begins at age 2 so students adopted prior to this age would not be considered immigrants. A foreign-born student, aged 3 or older, must also be in the first three years of U.S. schooling to be considered and immigrant.

**Example Data File Formats**

The following section contains example data files in the allowed comma delimited, positional, and XML formats. Note, the data used in these examples are not meant to be an example of what your data will look like.

**Comma Delimited Format**

```
0001,000102001,PK,2,2,3,Y,001,,1,N,001,2,N,N,2,2
0001,000102002,10,2,1,2,N,194,Neverland,2,N,001,2,N,N,2,3
0002,000202001,02,1,5,3,N,,,N,001,5,Y,Y,1,1
```

**Positional Format**

| 10                              | 20 | 30 | 40 | 50         | 60 |
|---------------------------------|----|----|----|------------|----|
| 0001000102001PK223Y001          |    |    |    | 1N0012NN22 |    |
| 000100010200210212N194Neverland |    |    |    | 2N0012NN23 |    |
| 000200020200202153N             |    |    |    | N0015YY11  |    |

**E(x)tensible Markup Language (XML) Format**

```
<XIF_LMData>
  <Corporation Id="8800">
    <School Id="0001">
      <Student STN="000102001">
        <Demographics LanguageMinorityStatus="2" EnglishProficiencyLevel="2"
          InstrumentUsed="3" NonUSOrigin="Y" CountryOfOrigin="001" OtherCountry=""
          LengthOfEnrollment="1" ForeignExchange="N" NativeLanguageCode="001"
          InstructionalProgram="2" SpecialEducation="N"
          GiftedTalented="N" ESEATitleIPProgram="2" ProgramTime="2" />
        <SchoolUse GradeLevel="PK" />
      </Student>
      <Student STN="000102002">
        <Demographics LanguageMinorityStatus="2" EnglishProficiencyLevel="1"
          InstrumentUsed="2" NonUSOrigin="N" CountryOfOrigin="194" OtherCountry="Neverland"
          LengthOfEnrollment="2" ForeignExchange="N" NativeLanguageCode="001"
          InstructionalProgram="2" SpecialEducation="N"
          GiftedTalented="N" ESEATitleIPProgram="2" ProgramTime="3" />
        <SchoolUse GradeLevel="10" />
      </Student>
    </School>
  </School Id="0002">
    <Student STN="000202001">
      <Demographics LanguageMinorityStatus="1" EnglishProficiencyLevel="5"
        InstrumentUsed="3" NonUSOrigin="N" CountryOfOrigin="" OtherCountry=""
        LengthOfEnrollment="" ForeignExchange="N" NativeLanguageCode="001"
        InstructionalProgram="5" SpecialEducation="Y"
        GiftedTalented="Y" ESEATitleIPProgram="1" ProgramTime="1"/>
      <SchoolUse GradeLevel="02" />
    </Student>
  </School>
</Corporation>
</XIF_LMData>
```

## Country of Origin Codes

| Code | Name                              | Code | Name                                   |
|------|-----------------------------------|------|--|
| 001  | Afghanistan                       | 057  | Estonia                                |
| 002  | Albania                           | 058  | Ethiopia                               |
| 003  | Algeria                           | 059  | Fiji                                   |
| 004  | Andorra                           | 060  | Finland                                |
| 005  | Angola                            | 061  | France                                 |
| 006  | Antigua & Barbuda                 | 062  | Gabon                                  |
| 007  | Argentina                         | 063  | Gambia, The                            |
| 008  | Armenia                           | 064  | Georgia                                |
| 009  | Australia                         | 065  | Germany                                |
| 010  | Austria                           | 066  | Ghana                                  |
| 011  | Azerbaijan                        | 067  | Greece                                 |
| 012  | Bahamas                           | 068  | Grenada                                |
| 013  | Bahrain                           | 069  | Guatemala                              |
| 014  | Bangladesh                        | 070  | Guinea                                 |
| 015  | Barbados                          | 071  | Guinea-Bissau                          |
| 016  | Belarus                           | 072  | Guyana                                 |
| 017  | Belgium                           | 073  | Haiti                                  |
| 018  | Belize                            | 074  | Honduras                               |
| 019  | Benin                             | 075  | Hungary                                |
| 020  | Bhutan                            | 076  | Iceland                                |
| 021  | Bolivia                           | 077  | India                                  |
| 022  | Bosnia and Herzegovina            | 078  | Indonesia                              |
| 023  | Botswana                          | 079  | Iran                                   |
| 024  | Brazil                            | 080  | Iraq                                   |
| 025  | Brunei                            | 081  | Ireland                                |
| 026  | Bulgaria                          | 082  | Israel                                 |
| 027  | Burkina Faso                      | 083  | Italy                                  |
| 028  | Burundi                           | 084  | Jamaica                                |
| 029  | Cambodia                          | 085  | Japan                                  |
| 030  | Cameroon                          | 086  | Jordan                                 |
| 031  | Canada                            | 087  | Kazakhstan                             |
| 032  | Cape Verde                        | 088  | Kenya                                  |
| 033  | Central African Republic          | 089  | Kiribati                               |
| 034  | Chad                              | 090  | Korea, North                           |
| 035  | Chile                             | 091  | Korea, South                           |
| 036  | China                             | 092  | Kuwait                                 |
| 037  | Colombia                          | 093  | Kyrgyzstan                             |
| 038  | Comoros                           | 094  | Laos                                   |
| 039  | Congo                             | 095  | Latvia                                 |
| 040  | Congo, Democratic Republic of the | 096  | Lebanon                                |
| 041  | Costa Rica                        | 097  | Lesotho                                |
| 042  | Croatia                           | 098  | Liberia                                |
| 043  | Cuba                              | 099  | Libya                                  |
| 044  | Cyprus                            | 100  | Liechtenstein                          |
| 045  | Czech Republic                    | 101  | Lithuania                              |
| 046  | Côte d'Ivoire (Ivory Coast)       | 102  | Luxembourg                             |
| 047  | Denmark                           | 103  | Macedonia, Former Yugoslav Republic of |
| 048  | Djibouti                          | 104  | Madagascar                             |
| 049  | Dominica                          | 105  | Malawi                                 |
| 050  | Dominican Republic                | 106  | Malaysia                               |
| 051  | East Timor (Timor Timur)          | 107  | Maldives                               |
| 052  | Ecuador                           | 108  | Mali                                   |
| 053  | Egypt                             | 109  | Malta                                  |
| 054  | El Salvador                       | 110  | Marshall Islands                       |
| 055  | Equatorial Guinea                 | 111  | Mauritania                             |
| 056  | Eritrea                           | 112  | Mauritius                              |



| Code | Name                             | Code | Name                 |
|------|----------------------------------|------|----------------------|
| 113  | Mexico                           | 171  | Tanzania             |
| 114  | Micronesia, Federated States of  | 172  | Thailand             |
| 115  | Moldova                          | 173  | Togo                 |
| 116  | Monaco                           | 174  | Tonga                |
| 117  | Mongolia                         | 175  | Trinidad and Tobago  |
| 118  | Morocco                          | 176  | Tunisia              |
| 119  | Mozambique                       | 177  | Turkey               |
| 120  | Myanmar                          | 178  | Turkmenistan         |
| 121  | Namibia                          | 179  | Tuvalu               |
| 122  | Nauru                            | 180  | Uganda               |
| 123  | Nepal                            | 181  | Ukraine              |
| 124  | Netherlands                      | 182  | United Arab Emirates |
| 125  | New Zealand                      | 183  | United Kingdom       |
| 126  | Nicaragua                        | 184  | Uruguay              |
| 127  | Niger                            | 185  | Uzbekistan           |
| 128  | Nigeria                          | 186  | Vanuatu              |
| 129  | Norway                           | 187  | Vatican City         |
| 130  | Oman                             | 188  | Venezuela            |
| 131  | Pakistan                         | 189  | Vietnam              |
| 132  | Palau                            | 190  | Western Sahara       |
| 133  | Panama                           | 191  | Yemen                |
| 134  | Papua New Guinea                 | 192  | Zambia               |
| 135  | Paraguay                         | 193  | Zimbabwe             |
| 136  | Peru                             | 194  | Other                |
| 137  | Philippines                      | 195  | Aruba                |
| 138  | Poland                           | 196  | Burma                |
| 139  | Portugal                         |      |                      |
| 140  | Qatar                            |      |                      |
| 141  | Romania                          |      |                      |
| 142  | Russia                           |      |                      |
| 143  | Rwanda                           |      |                      |
| 144  | Saint Kitts and Nevis            |      |                      |
| 145  | Saint Lucia                      |      |                      |
| 146  | Saint Vincent and The Grenadines |      |                      |
| 147  | Samoa                            |      |                      |
| 148  | San Marino                       |      |                      |
| 149  | Sao Tome and Principe            |      |                      |
| 150  | Saudi Arabia                     |      |                      |
| 151  | Senegal                          |      |                      |
| 152  | Serbia and Montenegro            |      |                      |
| 153  | Seychelles                       |      |                      |
| 154  | Sierra Leone                     |      |                      |
| 155  | Singapore                        |      |                      |
| 156  | Slovakia                         |      |                      |
| 157  | Slovenia                         |      |                      |
| 158  | Solomon Islands                  |      |                      |
| 159  | Somalia                          |      |                      |
| 160  | South Africa                     |      |                      |
| 161  | Spain                            |      |                      |
| 162  | Sri Lanka                        |      |                      |
| 163  | Sudan                            |      |                      |
| 164  | Suriname                         |      |                      |
| 165  | Swaziland                        |      |                      |
| 166  | Sweden                           |      |                      |
| 167  | Switzerland                      |      |                      |
| 168  | Syria                            |      |                      |
| 169  | Taiwan                           |      |                      |
| 170  | Tajikistan                       |      |                      |

## Language Codes

| Code | Language                   | Region                       |
|------|----------------------------|------------------------------|
| 001  | Achinese                   | Indonesia                    |
| 005  | Afar                       | Africa                       |
| 007  | Afgan                      | Afghanistan                  |
| 010  | Afrikaans                  | South Africa                 |
| 015  | Akan                       | West Africa                  |
| 020  | Albanian                   | Albania/Greece               |
| 025  | Alemannic                  | Leichtenstein                |
| 027  | American Sign Lang (ASL)   | USA                          |
| 028  | American Signed English    | USA                          |
| 030  | Amharic                    | Ethiopia                     |
| 035  | Amoy                       | China/Taiwan                 |
| 040  | Arabic                     | Middle East/Africa           |
| 043  | Argentinean                | Argentina                    |
| 045  | Armenian                   | Eastern Europe               |
| 046  | Assamese                   | India                        |
| 047  | Assyrian                   | Assyria                      |
| 050  | Aymara                     | Bolivia/Peru                 |
| 055  | Azerbaijani                | Azerbaijan/Iran              |
| 060  | Bahasa Malay               | Malaysia                     |
| 065  | Baluchi                    | Middle East/Oman             |
| 068  | Bangladasha                | Bangladesh                   |
| 070  | Bantu                      | South Africa/Angola          |
| 072  | Bambara                    | Mali                         |
| 073  | Bari                       | Sudan                        |
| 075  | Basque                     | Spain/France                 |
| 077  | Bassa                      | Liberia                      |
| 080  | Batak                      | Bangladesh/India             |
| 083  | Bemba (Lunda)              | Zambia                       |
| 085  | Bengali                    | Bangladesh/India             |
| 090  | Berber                     | Algeria                      |
| 091  | Bete (Bette)               | Nigeria                      |
| 093  | Bosnian                    | Bosnia                       |
| 095  | Breton                     | France                       |
| 100  | Bugi                       | Indonesia                    |
| 105  | Bulgarian                  | Bulgaria                     |
| 106  | Buli (Panga)               | Ghana/Indonesia              |
| 110  | Burmese                    | Burma                        |
| 112  | Burundi                    | Africa                       |
| 115  | Buyi                       | China                        |
| 120  | Byelorussian (Belorussian) | Belarus                      |
| 125  | Cantonese                  | China                        |
| 127  | Castellano                 | Guatemala                    |
| 130  | Catalan                    | Spain/France/Andorra         |
| 133  | Cebuano                    | Philippines                  |
| 135  | Cham                       | Thailand/Vietnam             |
| 137  | Chamorro                   | Central America              |
| 138  | Chavacano                  | Philippines                  |
| 139  | Cherokee                   | USA                          |
| 140  | Chichewa (Chewa)           | Malawi                       |
| 141  | Chichewa                   | USA                          |
| 143  | Chiluba (Tshiluba)         | Zaire                        |
| 144  | Cheyenne                   | USA                          |
| 145  | Chin                       | Burma                        |
| 147  | Chippewa (Ojibwa)          | USA                          |
| 150  | Chuang                     | China                        |
| 155  | Chuvash                    | Russia                       |
| 157  | Creek                      | USA                          |
| 160  | Creole (Patois)            | Africa                       |
| 165  | Crioulo                    | Genia-Bissau                 |
| 170  | Croatian                   | Austria/Croatia              |
| 171  | Crow                       | USA                          |
| 173  | Cutchi                     | Kenya                        |
| 175  | Czech                      | Czech Republic               |
| 177  | Dagaare                    | Ghana                        |
| 180  | Dagbani                    | West Africa                  |
| 183  | Dan (Gio)                  | Liberia, Guinea, Ivory Coast |

| Code | Language                 | Region                               |
|------|--------------------------|--------------------------------------|
| 185  | Danish                   | Denmark                              |
| 190  | Dari                     | Afghanistan                          |
| 193  | Dhapadhola               |                                      |
| 194  | Dinka                    | Sudan                                |
| 195  | Dioula                   | Africa                               |
| 200  | Djerma                   | Africa                               |
| 205  | Dutch                    | Netherlands                          |
| 210  | Dzongkha                 | Bhutan                               |
| 211  | English                  | USA – limited , see Common Scenarios |
| 212  | English                  | Not USA                              |
| 213  | Eskimo                   | USA/Canada                           |
| 215  | Edo                      | West Africa                          |
| 217  | Efik                     | Nigeria                              |
| 220  | Estonian                 | Estonia                              |
| 225  | Ewe                      | West Africa                          |
| 230  | Fang                     | Guinea/Africa                        |
| 233  | Fanti (Fante)            | Africa                               |
| 234  | Filoco                   | Portugal                             |
| 235  | Finnish                  | Finland                              |
| 240  | Flemish                  | Belgium/France                       |
| 245  | Fon                      | Benin                                |
| 250  | French                   | France/Africa/Canada                 |
| 255  | Frisian                  | Netherlands                          |
| 260  | Friulian                 | Italy                                |
| 265  | Fukienese                | China                                |
| 270  | Fula                     | West Africa                          |
| 275  | Fulani (Pulaar)          | Guinea/West Africa                   |
| 277  | FuZhou                   | China                                |
| 279  | Ga                       | Ghana                                |
| 280  | Gaelic                   | United Kingdom/Ireland               |
| 285  | Galician                 | Spain                                |
| 290  | Gallinya                 | Ethiopia                             |
| 295  | Ganda                    | East Africa                          |
| 298  | Georgian                 | Georgia (Russia)                     |
| 300  | German                   | Germany/Austria                      |
| 301  | German (Amish)           | USA/Canada                           |
| 305  | Gheg                     | Albania                              |
| 310  | Gitaki                   | Iran                                 |
| 311  | Grebo                    | Liberia                              |
| 315  | Greek (Eretria)          | Greece/Cyprus                        |
| 317  | Greenlandic              | Greenland                            |
| 320  | Guarani                  | South America                        |
| 325  | Gujarati                 | India                                |
| 330  | Haitian Creole           | Haiti                                |
| 335  | Hakka                    | China/Taiwan                         |
| 340  | Hani                     | Southeast Asia                       |
| 345  | Hausa                    | West/Central Africa                  |
| 347  | Hawaiian Creole (Pidgin) | Hawaii                               |
| 350  | Hebrew                   | Israel                               |
| 355  | Hindi                    | India/Burma                          |
| 360  | Hindustani               | India                                |
| 365  | Hmong                    | Laos                                 |
| 367  | Ho-Low                   | China                                |
| 370  | Hungarian (Magyar)       | Hungary/Austria                      |
| 374  | Iban                     | Indonesia                            |
| 376  | Ibibio                   | Nigeria                              |
| 380  | Ibo (Igbo)               | West Africa                          |
| 385  | Icelandic                | Iceland                              |
| 390  | Ijaw (Ijo)               | West Africa                          |
| 395  | Ilocano                  | Philippines                          |
| 400  | Iloko                    | Philippines                          |
| 401  | Ilonggo                  | Philippines                          |
| 405  | Indonesian               | Indonesia/Malaysia                   |
| 407  | Irish                    | Ireland                              |
| 408  | Iroquios                 | USA                                  |
| 410  | Italian                  | Italy                                |
| 413  | Jacobano                 |                                      |
| 415  | Japanese                 | Japan                                |

| Code | Language              | Region                  |
|------|-----------------------|-------------------------|
| 417  | Jamaican Creole       | Jamaica                 |
| 420  | Kachin                | Burma                   |
| 425  | Kannada               | India                   |
| 430  | Kanarese              | India                   |
| 435  | Kanuri                | Central Africa          |
| 436  | Karakalpak            | Uzbekistan              |
| 437  | Kashmiri              | India                   |
| 440  | Katchi                | India                   |
| 441  | Karen                 | Burma                   |
| 442  | Kazak (Kazakh)        | Afghanistan/China/Iran  |
| 445  | Khmer (Cambodian)     | Cambodia/Thailand       |
| 450  | Kikongo               | Manianga                |
| 455  | Kikuyu                | Kenya/East Africa       |
| 460  | Kingwana              | Zaire                   |
| 465  | Kinyarwanda (Ruanda)  | Rwanda/Africa           |
| 470  | Kiribati (Gilbertese) | Kiribati                |
| 471  | Kirundi               | Burundi/Uganda          |
| 472  | Kira                  | Ghana                   |
| 473  | Kissi                 | Guinea/Northern Liberia |
| 475  | Kiswahili (Swahili)   | Africa                  |
| 480  | Konkani               | India                   |
| 485  | Korean                | Korea                   |
| 486  | Kosraean              | Micronesia              |
| 487  | Kpelle                | Guinea/Liberia          |
| 488  | Krahn                 | Liberia                 |
| 490  | Krio                  | Africa                  |
| 491  | Ku (Kung-Ekoka)       | Angola/Namibia          |
| 495  | Kurdish               | Iran/Iraq/Turkey        |
| 500  | Kurukh                |                         |
| 502  | Kyrgyz                | Kyrgyzstan              |
| 503  | Lamsa                 | Saudi Arabia            |
| 505  | Ladin                 | Italy                   |
| 506  | Lakota (Lakhota)      | USA                     |
| 510  | Lao (Laotian)         | Laos                    |
| 515  | Lappish               | Finland/Norway/Sweden   |
| 520  | Latvian               | Latvia                  |
| 525  | Letzeburgish          | Luxembourg              |
| 530  | Lingala               | Congo/Africa            |
| 535  | Lithuanian            | Lithuania               |
| 536  | Lorma                 | Liberia/Guinea          |
| 538  | Lozi                  | Africa                  |
| 540  | Luganda               | Africa                  |
| 545  | Luhya                 | Africa                  |
| 550  | Luo                   | Kenya/East Africa       |
| 555  | Luri                  | Iran                    |
| 557  | Maay (MayMay)         | Somalia                 |
| 560  | Macedonian            | Yugoslavia/Greece       |
| 565  | Madurese              | Indonesia               |
| 567  | Maithili              | India                   |
| 570  | Makua                 | Southeast Asia          |
| 575  | Malagasy (Malgache)   | Madagascar              |
| 579  | Malay                 | Malaysia, Indonesia     |
| 580  | Malayalam             | Sri Lanka, Malaysia     |
| 595  | Maltese               | Malta                   |
| 600  | Mandarin (Sichuanese) | China                   |
| 604  | Mano                  |                         |
| 605  | Marathi               | India                   |
| 607  | Marshallese           | Marshall Islands        |
| 610  | Massa                 | Chad                    |
| 613  | Mangyan               | Philippines             |
| 614  | Maninka (Mandingo)    | Guinea                  |
| 615  | Maya                  | Central America         |
| 618  | Montonese             |                         |
| 620  | Mende                 | Papua New Guinea        |
| 621  | Micronesia            | Micronesia              |
| 622  | Miami                 | USA                     |
| 625  | Min (Hokkien)         | China                   |
| 630  | Mina                  | Benin                   |
| 635  | Moldavian             | Romania                 |

| Code | Language                      | Region                  |
|------|-------------------------------|-------------------------|
| 637  | Mon                           | Thailand                |
| 640  | Mongolian                     | Mongolia                |
| 645  | Montagnard                    | Vietnam                 |
| 650  | Mossi (Moore)                 | Burkina Faso            |
| 655  | Motu                          | Papua New Guinea        |
| 660  | Nahuati                       | Central America         |
| 663  | Navajo                        | USA                     |
| 665  | Ndebele                       | Africa                  |
| 670  | Ndonggo                       | Angola                  |
| 675  | Nepali                        | Nepal/Bhutan/India      |
| 680  | Newari                        | Nepal                   |
| 685  | Ngala                         | P.N.G                   |
| 690  | Ngoni                         | Tanzania                |
| 692  | Ningbo                        | China                   |
| 695  | Norwegian                     | Norway                  |
| 700  | Nyanja (Chinyanja)            | Africa                  |
| 702  | Nuer                          | Sudan                   |
| 703  | Nzema                         | Ghana                   |
| 705  | Oriya                         | India                   |
| 709  | Oromiffa                      | Ethiopia                |
| 710  | Oromo                         | Ethiopia                |
| 713  | Ottawa                        | USA/Canada              |
| 714  | Palau                         | Palauan Islands         |
| 715  | Persian (Farsi)               | Iran/Asia               |
| 718  | Liberian Pidgin English (Kru) | Liberia                 |
| 720  | Polish                        | Poland                  |
| 721  | Ponape (Pohnpeian)            | Ponape Isles/Micronesia |
| 725  | Portuguese                    | Portugal/Brazil         |
| 727  | Potawatomi                    | USA                     |
| 729  | Pulaar                        | Senegal                 |
| 730  | Punjabi                       | India/Pakistan          |
| 733  | Pushtu (Pashto)               | Afghanistan             |
| 735  | Quechua (Kechua)              | Central/South America   |
| 737  | Ramjaki                       |                         |
| 740  | Rumanian (Romanian)           | Rumania                 |
| 745  | Romansch                      | Switzerland             |
| 747  | Romany                        | Yugoslavia              |
| 750  | Rwanda                        | Rwanda                  |
| 753  | Runyoro                       | Uganda/Zaire            |
| 755  | Rundi                         |                         |
| 760  | Russian                       | Russia                  |
| 763  | Samoan                        | American Samoa          |
| 765  | Sango                         | Central Africa          |
| 768  | Santali                       | India                   |
| 769  | Seneca                        | USA, Canada             |
| 770  | Serbian                       | Serbia                  |
| 775  | Serbo-Croatian                | Croatia/Serbia          |
| 780  | Sesotho                       | Lesotho/Africa          |
| 785  | Setswana (Tswana)             | Botswana                |
| 790  | Shan                          | Burma                   |
| 795  | Shangzhai                     | China                   |
| 800  | Shona                         | East Africa             |
| 801  | Shughni                       | Tajikistan              |
| 802  | Shoshone                      | USA                     |
| 805  | Siamese                       | Thailand                |
| 810  | Sindhi                        | India/Pakistan          |
| 815  | Sinhalese                     | Asia/Africa             |
| 817  | Sioux                         | USA                     |
| 820  | Slovak                        | Slovakia                |
| 823  | Slovenian                     | Italy/Slovenia          |
| 825  | Somali                        | Somalia                 |
| 830  | Songhay                       | Mali                    |
| 835  | Spanish                       | Ctl & So. America/Spain |
| 837  | Supan                         | Malaysia                |
| 840  | Swahili                       | Tanzania                |
| 843  | Swazi (Siswati)               | Swaziland/Africa        |
| 845  | Swedish                       | Sweden                  |
| 847  | Tadjik                        | Isreal                  |
| 850  | Tagalog (Pilipion)            | Philippines             |

| Code | Language         | Region                 |
|------|------------------|------------------------|
| 853  | Taiwanese        | Taiwan                 |
| 855  | Taki Taki        | Suriname               |
| 857  | Tangga           | Papua New Guinea       |
| 860  | Tomashek         | Niger/Africa           |
| 865  | Tamil            | India/Burma/Africa     |
| 870  | Tatar (Tartar)   | Russia                 |
| 873  | Tegina           | Africa                 |
| 875  | Telugu           | India                  |
| 880  | Thai             | Thailand               |
| 885  | Tibetan          | Tibet                  |
| 890  | Tigrinya         | Ethiopia               |
| 893  | Trinidad English | Trinidad               |
| 895  | Tiv              | Centra/West Africa     |
| 897  | Tongan           | Tonga                  |
| 898  | Trique           | Mexico                 |
| 900  | Tosk             |                        |
| 902  | Tsonga/Shangan   | South Africa           |
| 904  | Tshiluba         | Demo Republic of Congo |
| 905  | Tswana           | Botswana               |
| 910  | Tulu             | India                  |
| 915  | Tumbuka          | India/Africa           |
| 920  | Turkish          | Turkey/Eastern Europe  |
| 923  | Twi (Twi-Fante)  | Northern Africa        |
| 930  | Ukrainian        | Ukraine/Rumania        |
| 931  | Ukrur            |                        |
| 932  | Urhobo           | Nigeria                |
| 935  | Urdu             | India/Middle East      |
| 937  | Uygur            | China                  |
| 940  | Uzbek            | Uzbekistan             |
| 943  | Vai              | Liberia/Sierre Leone   |
| 945  | Vietnamese       | Vietnam                |
| 950  | Visayan          | Philippines            |
| 955  | Welsh            | United Kingdom         |
| 960  | Wolof            | Senegal                |
| 965  | Wu               | China                  |
| 970  | Xhosa            | South Africa           |
| 975  | Yao              | Africa                 |
| 980  | Yi               | China                  |
| 985  | Yiddish          | Central/Eastern Europe |
| 987  | Yocal            |                        |
| 990  | Yoruba           | Nigeria/Africa         |
| 992  | Zarna (Zarma)    | Niger                  |
| 995  | Zhuang           | China                  |
| 997  | Zulu             | South Africa           |
| 998  | Zuni             | USA                    |
| 999  | Other            | N/A                    |

## Change History

### Change History for Language Codes

| Code | Language | Region | Change            | Version  |
|------|----------|--------|-------------------|----------|
| 211  | English  | USA    | New language code | 02.08.07 |
| 703  | Nzema    | Ghana  | New language code |          |
| 073  | Bari     | Sudan  | New language code | 10.03.06 |
| 441  | Karen    | Burma  | New language code | 01.09.07 |

The following section contains a history of changes made to the Language Minority Data Layout from the prior version.

| Version  | Change History  |
|----------|---|
| 03.05.07 | Field 4 - code 3 emphasizes immigrant only<br>Field 10 - allowable codes and notes changed to clarify length of enrollment<br>Field 17 - Code 0 added for students who refuse services<br>Common scenarios added for military and adopted students.<br><a href="#">Frequently asked questions updated on the STN home page.</a> |
| 02.08.07 | Field 4, added code 3 native English speaker added notes on code 3.<br>Field 6, changed notes   |

| Version  | Change History   |
|----------|--|
|          | Field 12, added code 211 English –USA added notes for code 211 and changed codes on 999 Other.<br>Add Common Scenarios Section for code 211.   |
| 02.02.07 | Field 10, added code 7 for Not applicable.   |
| 01.31.07 | General instructions changed (1 <sup>st</sup> paragraph).<br>Field 4 changed from current year data to most current data available, note section added information for clarification of Level 5 and LEP students.<br>Field 5 added code 6 Native English speaker. Additional notes.<br>Field 6 added codes 6 and 7. Additional and updated notes.<br>Field 10 changed to first year and one year.<br>Field 12 added 999 for allowable values.<br>Field 13 added notes on code 5.<br>Field 17 required for all students, 1 for students that are not LEP. Note added.<br>Language Code 520 changed from Latvia to Latvia. |
| 01.17.07 | Language code 073 added not 074.   |
| 01.10.07 | Language code 074 added. Reference to Frequently Asked Questions.  |
| 01.02.07 | Instructions revised. Date change on length of US Enrollment.  |
| 10.03.06 | New language code 441  |
| 09.20.06 | Length of US enrollment changed.   |
| 08.24.06 | Field 10 and Field 17 specification and notes changed  |
| 08.14.06 | Field 10 Length of US Enrollment changed from Y/N to 1 and 2 for less than 3 years or more than three years.<br>Field 17 added, required by EDEN   |
| 06.11.06 | Instrument used, field 6 code 5 added and changed for 06-07 school year<br>Native Language code, field 12, note on assistance. Clarification of immigrant students added to instructions. Reporting No LM Students changed under Audience.<br>Non US origin, field 7 Marshall Islands added.   |
| 01.11.06 | Instructional programs definitions change. Tutoring sessions are no longer included as an instructional program. ESL breaks down into categories of Pull-out and content based. Sheltered English and Structured Immersion are additional instructional programs. These changes reflect federal definitions.   |
| 10.31.05 | Language code 436 added.   |
| 09.08.05 | No trial submission. Language code 83 added. Dates changed for 2005-2006 SY.   |
| 03.04.05 | Reference section added. Field 16 note section added. Instructions provided for input form.  |
| 02.02.05 | First paragraph, #3 changed to “spoken by student”   |
| 01.11.05 | Audience section added.  |
| 01.10.05 | Collection dates revised. Change history section added for new Language codes.<br>SU, UG, GR removed from Grade Level. Field 4 and 5 have revised notes about proficiency levels.  |
| 03.17.04 | Original Version   |